

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Pyramids

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description	Meeting Standard (3)	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	Meeting Standard (3)	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	Meeting Standard (3)	Financial viability	In Compliance
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable	Exceeding Standard (4)		
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio: 2:1	Meeting Standard (3)		

ACTION NEEDED:

None

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Pyramids
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 3/5/08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<p>BOTH of the following:</p> <ul style="list-style-type: none"> -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>) 	<ul style="list-style-type: none"> • Tutor resume • Tutor teaching license • Tutor application • Certificates of attendance (PD opportunities) • Agenda/dates for Pyramids meetings • Tutor evaluation • Tutor recruitment information • Letter of employment 		X	<ul style="list-style-type: none"> • Tutor is a certified teacher with extensive teaching experience, which matches the description in the provider's application. • Tutor application asks about licensure/certification and teaching experience. • Tutor has participated in professional development offered by the district: Read180, science, Web design, and elementary education (certificates of attendance provided), as well as monthly meetings with the director of Pyramids regarding student progress reports and student needs while in the Pyramids program (agenda/dates submitted). PD opportunities match those described in the application (PD provided by school district and by Pyramids about the SES program). • Tutor evaluations cover attendance, punctuality, dependability, org. skills, appearance, communication, earns respect, good role model, subject knowledge. Evaluations are completed by the director of Pyramids. • Tutors are licensed teachers recruited from local school districts especially based on experience.

Recruiting materials	<p>TWO of the following:</p> <ul style="list-style-type: none"> -Advertising or recruitment fliers -Incentives policy -Program description for parents 	<ul style="list-style-type: none"> • Advertising flyer • Program description for parents • Incentives policy 		X	<ul style="list-style-type: none"> • Flyer describes programming in Math and/or Language Arts provided by certified teachers in one-to-one or small group settings. Flyer reflects provider application and observed tutoring. • Flyer is provided in both English and Spanish • Incentives provided are aligned with current IDOE incentives policy. • Brochure explains variety of Pyramids programs
Academic Program	<p>ONE of the following:</p> <ul style="list-style-type: none"> -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with. 	<ul style="list-style-type: none"> • Lesson plan for E/LA and Math • Connections to Indiana standards 		X	<ul style="list-style-type: none"> • Lesson plan demonstrates that students are grouped together and provided with multilevel instruction, as observed and described in the provider's application. • Lesson plans include activities and instructional methods. • Each lesson includes standards covered that are grade level appropriate, as well as ongoing assessment to measure students' mastery of concepts covered. • Lesson plan provided covers standards indicated in students' individual learning plans.
Progress Reporting	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports -Documentation of reports sent 	<ul style="list-style-type: none"> • Progress reporting timelines (for parents) • SES contract for School City of Hammond • SES agreements • Evidence of informal progress reporting • End of Program Student Report 		X	<ul style="list-style-type: none"> • The district indicates that parents have received progress reports regularly. A misunderstanding between the district and provider about progress reports has been resolved, and all progress reports have now been shared with the district. • Progress report discussions are held with parents at least monthly. Parents are also asked to fill out a post-survey to determine their level of satisfaction with Pyramids' service. • End of Program Student reports include pre-test scores, post-test scores, information about progress in each area (reading, writing, and math), as well as specific information about improvement in each area and areas that still need to be focused on. These reports should also include measurable goals from the SES agreement and the student's progress

					<p>toward meeting those goals throughout the sessions.</p> <ul style="list-style-type: none"> Information and evidence provided about progress reports indicates that progress is reported informally at least once a month. However, according to the district contract and the provider's application, as well as IDOE and USDE guidance, progress should be formally reported (in writing) at least monthly. Written progress reports that meet guidelines provided in the IDOE Progress Reporting Checklist must be created.
Assessment and Individual Program Design	<p>ALL of the following:</p> <ul style="list-style-type: none"> -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> Correlation of assessment to Indiana standards Process for developing individual learning plans Individual learning plan 		X	<ul style="list-style-type: none"> Pyramids uses a variety of assessments, including Options Math, Dolch Words, Reading Running Records, Writing Samples, and Spelling Inventory. Document provided demonstrates standards (E/LA and Math) covered by the assessments. Standards 1, 2, 3, 5, and 6 are assessed for Reading, and standards 1-6 are assessed for Math. Individual learning plans include pre-test scores for writing, spelling, reading, and math, as well as standards that students need to work in and standards that they have mastered. ILPs also include instructional plans for helping address student needs in each area. Individual learning plans generally match standards checked on the SES agreement. ILP provided also matches lesson plan submitted (tutor covered standards identified in the student's ILP). Although individual learning plans include good information for reading, writing, and math, it would be helpful to also include specific, measurable goals (preferably from the SES agreement) so that the tutor, student, and parent know what the student is aiming for.

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Pyramids

SITE: Pyramids, 2410 Interstate Plaza Dr., Hammond, IN

TUTOR'S INITIALS (ALL TUTORS OBSERVED): G.U.

NUMBER OF LESSONS OBSERVED: 1

DATE: 2/25/08

REVIEWERS: M.C., K.S.

TIME OF OBSERVATION: 3:30PM

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		At the beginning of the lesson, students spent a short amount of time working with the tutor on math homework assignments (probability and addition). The tutor provided students with manipulatives to help them answer questions and utilized multiple techniques to help students come up with answers. After a few minutes, the tutor asked students to put homework away and began the lesson for the day. Then the tutor reviewed with students what they had learned in their tutoring sessions about reading and reviewed strategies for helping them become better readers. The tutor also asked students what they had learned about writing and what strategies they had learned to help them become better writers (this was their second to last lesson). Then the tutor introduced the reading lesson that the students would focus on for that day (“how to make a pop-up card”), as well as an activity that they would do after finishing the reading (about the reading). They reviewed vocabulary from the story, and the tutor asked questions about main idea and comprehension. Pyramids’ application describes instruction that is individualized, multilevel, and focused on Indiana Academic Standards. Tutors utilize manipulatives and activities to reinforce concepts. Lesson observed matches this description.

Instruction is clear			X		Throughout the time observed, students appeared to have a clear understanding of what was expected of them and what they were supposed to work on. Even for the short time that students were completing homework assignments, the tutor took care to ensure that what they were working on was connected to larger concepts and that she utilized appropriate techniques. The tutor coached and guided students to correct responses using a variety of methods. She also asked a number of questions to ensure that both students understood concepts. Her review of strategies for reading and writing that students had learned over the course of the tutoring also seemed helpful to the students.
Time on task is appropriate			X		The students seemed to be enjoying the tutoring very much and remained on task throughout the entire time observed. The tutor was adept at working with both students, especially when students were working independently. The techniques that she utilized to help students answer questions, review concepts, and participate in lessons also ensured that students were focused on the task at hand.
Instructor is appropriately knowledgeable				X	The instructor seemed to have a very thorough knowledge of the students she was working with. The tutor interacted very well with students and had a good rapport with them, providing feedback and encouragement when necessary. The tutor also seemed to have a strong understanding of the academic needs of the students and adapted her teaching techniques to meet those needs. The tutor also had a clear, well-organized lesson plan for the students that helped them understand what the objectives were and how those objectives connected to larger strategies. Even when students worked on the same activity, instruction appeared to be highly individualized.
Student/instructor ratio: 2:1 Ratio matches that reported in original provider application			X		Ratio is described in application as 1:1 up to 5:1. Observed ratio of 2:1 is appropriate for ranges specified.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Pyramids
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 3/5/08

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	<ul style="list-style-type: none"> Criminal background checks (limited Indiana checks and FBI fingerprint checks) 	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	<ul style="list-style-type: none"> Medical release forms Fire Code inspection Evacuation procedure Student release policy 	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	<ul style="list-style-type: none"> Documentation of liability insurance SBOA audit waiver Tax returns 	X	